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ABSTRACT

Making a case for the funding of programs for children involves (1) developing a thorough knowledge of the needs of the children addressed; (2) identifying the resources available to meet those needs as well as establishing the processes by which the resources are distributed and identifying the principle actors and institutions controlling those resources; and (3) specifying intended remedies and remedial strategies for implementation. This process is exemplified in the approach the Coalition on Block Grants and Human Needs plans to take in making a case for low income minority children to have access to a greater share of Chapter 2 education monies. The approach involves five questions: Are the benefits of the program actually reaching those for whom they are intended? Are the results of the program measuring up to the goals set for it? Are the proposed programs and activities appropriate for meeting the needs of the program participants? Are those responsible for implementing the program easily accessible to the prospective participants and knowledgeable about and sensitive to their needs? Are program administrators doing what they said they would do for those served, and is service delivery adequately documented though publicly available records? (Concluding remarks relate 12 principles for effective use of information by advocates for increased services.) (RH)

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MAKING A CASE FOR CHILDREN, ACTION ON THE LOCAL AND STATE LEVELS.

SPEECH BEFORE THE NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE

OCTOBER 11, 1984

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Maybelle Taylor Bennett

GOOD MORNING!

I HAVE BEEN ASKED TO SPEAK ABOUT "MAKING A CASE FOR CHILDREN: ACTION ON THE LOCAL AND STATE LEVELS," AND I DECIDED THAT I WOULD USE MY CURRENT WORK IN MONITORING BLOCK GRANTS AS A DEPARTURE POINT FOR OUR DISCUSSION. THE COALITION ON BLOCK GRANTS AND HUMAN NEEDS RECENTLY RECEIVED A FORD GRANT TO TAKE A CLOSE LOOK AT THE SMALL CITIES COMMUNITY DEVELOPMENT BLOCK GRANT PROGRAM, THE JOBS TRAINING PARTNERSHIP ACT, TITLE XX SOCIAL SERVICES BLOCK GRANT, AND THE CHAPTER 2 EDUCATION BLOCK GRANT. THE LATTER THREE OFFER MORE OPPORTUNITIES TO DESCRIBE HOW A CASE MAY BE MADE FOR CHILDREN, THAN DOES THE COMMUNITY DEVELOPMENT BLOCK GRANT, SO I'LL CONCENTRATE ON THOSE. THE COALITION HAS AGREED TO LOOK AT ALL OF THE BLOCK GRANTS IN TEN STATES, DEVELOP A STATE PROFILE ON EACH, AND CONDUCT ONE URBAN AND ONE RURAL CASE STUDY FOR EACH OF THE BLOCK GRANTS. THE COALITION'S PRIMARY CONCERN IS THE EXTENT TO WHICH LOW INCOME AND MINORITY PEOPLE ARE ACTUALLY BENEFITTING FROM THESE PROGRAMS, SO THAT WE, IN ESSENCE, ARE HAVING TO MAKE THE CASE FOR LOW INCOME AND MINORITY PEOPLE MUCH THE SAME WAY THAT YOU FIND YOURSELVES HAVING TO MAKE THE CASE FOR CHILDREN. THE APPROACH I'M GOING TO DESCRIBE IS TRANSFERABLE TO MAKING THE CASE FOR CHILDREN, AND IN THAT CONNECTION, WE PLAN TO EXAMINE FIVE ISSUE AREAS: THESE ARE:

1. TARGETING: ARE THE BENEFITS OF THE PROGRAM ACTUALLY REACHING THOSE FOR WHOM THEY ARE INTENDED?

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2. PROGRAM PERFORMANCE: ARE THE RESULTS OF THE PROGRAM MEASURING UP TO THE GOALS SET FOR IT? IS IT DOING WHAT IT IS SUPPOSED TO BE DOING?

3. SERVICE MIX: ARE THE PROGRAMS AND ACTIVITIES PROPOPOSED APPROPPROPRIATE TO MEETING THE NEEDS OF THE PROGRAM PARTICIPANTS?

4. SERVICE DELIVERY AGENTS: ARE THOSE RESPONSIBLE FOR IMPLEMENTING THE PROGRAM EASILY ACCESSIBLE TO THE PROSPECTIVE PARTICIPANTS, KNOWLEDGEABLE ABOUT AND SENSITIVE TO THEIR NEEDS; AND

5. ACCOUNTABILITY: ARE PROGRAM ADMINISTRATORS DOING WHAT THEY SAID THEY WOULD DO FOR THOSE WHOM THEY SAID THEY WOULD DO IT , IS THERE ADEQUATE RECORDKEEPING TO DOCUMENT THIS, AND ARE THOSE RECORDS AVAILABLE TO THE PUBLIC?

IN MAKING A CASE FOR CHILDREN, WHETHER YOU'RE FIGHTING TO GET MORE TITLE XX MONEY FOR DAY CARE SERVICES, MORE TITLE IIA JTPA MONEY FOR YOUTH EMPLOYMENT AND TRAINING SERVICES, OR MORE CHAPTER 2 MONEY FOR TUTORIAL AND TEACHER TRAINING SERVICES FOR YOUTH WITH LEARING DIFFICULTIES, MOTIVATIONAL PROBLEMS OR LIMITED ENGLISH PROFICIENCY, YOU'RE GOING TO CARE ABOUT THESE FIVE THINGS. I DON'T MEAN TO IMPLY HERE THAT MAKING A CASE FOR CHILDREN ALWAYS IMPLIES TRYING TO PUT YOUR HANDS ON MORE RESOURCES, BUT VERY OFTEN, THIS IS THE CASE.

MAKING THE CASE INVOLVES FIRST, DEVELOPING A THOROUGH KNOWLEDGE OF THE NEEDS OF THE CHILDREN YOU WISH TO ADDRESS. SECOND, THE NUMEROUS RESOURCES AVAILABLE FOR MEETING THOSE NEEDS HAVE TO BE IDENTIFIED, AS DO THE PROCESSES BY WHICH THE RESOURCES ARE DISTRIBUTED AND THE PRINCIPAL ACTORS AND INSTITUTIONS WHICH CONTROL THOSE RESOURCES. FINALLY, MAKING A CASE INVOLVES BEING SPECIFIC ABOUT THE REMEDIES YOU WANT TO SEE AND THE STRATEGIES YOU ARE WILLING TO UNDERTAKE IN OBTAINING THESE REMEDIES.

I'D LIKE TO TAKE YOU THROUGH THE APPROACH THE COALITION PLANS TO TAKE IN MAKING A CASE FOR LOW INCOME MINORITY CHILDREN TO HAVE ACCESS TO A GREATER SHARE OF THE CHAPTER 2 EDUCATION MONIES.

OUR FIRST STEP IN THE PROCESS LED US TO THE DOCUMENTS ROOM IN THE CAPITOL SO WE COULD GET A COPY OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981, IN ORDER THAT WE COULD FAMILIARIZE OURSELVES WITH THE GENERAL LEGISLATIVE PROVISIONS OF THE ACT. THE STAFF THEN PULLED TOGETHER A GROUP OF ADVOCATES KNOWLEDGEABLE ABOUT THE ACT AND ITS IMPLEMENTATION, SO THEY COULD INFORM US ABOUT THE ISSUES THEY SEE AS MOST CRITICAL TO POOR AND MINORITY STUDENTS IN GENERAL. WE WERE INFORMED ABOUT THE RECENT STUDIES THAT CAME OUT, THE MOST RECENTLY PASSED LEGISLATION AFFECTING THE ACT AND THE ONGOING MONITORING THAT IS TAKING PLACE SIMULTANEOUSLY WITH OUR OWN MONITORING EFFORTS. WE THEN MADE A SERIES OF PHONE CALLS TO THE DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION, WHERE WE FOUND THAT THERE WAS A STATE STUDY DONE ON THE USE OF CHAPTER 2 MONEY IN DELAWARE SCHOOL DISTRICTS. WE ASKED FOR THAT STUDY TO BE MAILED

TO US, AND ARE NOW SCHEDULING A SERIES OF PHONE CALLS TO MEMBERS OF OUR COALITION WHO KNOW OF COMMUNITY GROUPS, PARENTS GROUPS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS AND OTHERS WE SHOULD CONTACT WHO ARE ORGANIZED AROUND EFFORTS TO DELIVER QUALITY EDUCATION TO POOR AND MINORITY STUDENTS. FROM THESE CONTACTS, WE SHOULD GET A FEEL FOR WHAT THE MOST IMPORTANT EDUCATION ISSUES ARE FOR THOSE GROUPS IN GENERAL, AND WHAT THOSE ISSUES ARE WHICH CAN BEST BE ADDRESSED WITHIN THE FRAMEWORK OF THE CHAPTER 2 EDUCATION BLOCK GRANT. I WAS HOPING AS OF THIS DATE TO HAVE MUCH MORE ABOUT WHICH TO REPORT IN THE WAY OF FINDINGS, HOWEVER, OUR RESEARCH PLAN WAS NOT FAR ENOUGH ALONG IN ITS IMPLEMENTATION FOR US TO ACCOMPLISH THIS. HOWEVER, WE DID UNCOVER SEVERAL THINGS WHICH WERE OF PARTICULAR INTEREST TO THE COALITION.

FIRST: IN LOOKING AT THE TARGETING OF CHAPTER 2 MONIES -- WE WANTED TO KNOW HOW MUCH CHAPTER 2 MONEY THE STATE RECEIVED ALTOGETHER, AND HOW MUCH OF THAT WAS PASSED THROUGH TO LOCAL SCHOOL DISTRICTS. WE FOUND THAT FOR THE 1983-84 SCHOOL YEAR $2,229,304 WAS RECEIVED, OF WHICH $1,783,443 ALONG WITH $9,401 OF CARRYOVER MONEY FROM THE PREVIOUS YEAR WAS AVAILABLE TO BE PASSED THROUGH TO LOCAL SCHOOL DISTRICTS, MAKING A TOTAL OF $1,792,844. AS OF THE REPORT'S WRITING, ONLY $860 HAD NOT BEEN ALLOCATED AND WAS SCHEDULED TO BE CARRIED FORWARD TO THE NEXT FISCAL YEAR.

SECOND: WE'D WANT TO KNOW WHAT THIS LEVEL OF FUNDING REPRESENTED WITH RESPECT TO FORMER FUNDING LEVELS. IS THIS AN

INCREASE OR A DECREASE OVER PREVIOUS FUNDING LEVELS? TO THE EXTENT THAT WE FOUND RESOURCES WERE DWINDLING, WE'D WANT TO KNOW WHAT PROGRAMS SUFFERED; WHICH STUDENTS WERE MOST AFFECTED BY CUTBACKS; AND WHAT EFFORTS THE STATE MADE, IF ANY, TO RESTORE THE CUTS. FOR THIS INFORMATION, SINCE IT WAS NOT MENTIONED SPECIFICALLY IN THE STUDY, WE DECIDED WE'D HAVE TO ASK SOMEONE IN THE STATE SUPERINTENDENT'S OFFICE ABOUT THIS. IF WILLIAM KEENE DIDN'T HAVE THE ANSWER, THEN MAYBE SOMEONE ELSE WOULD. CONVERSATIONS WITH GROUPS ORGANIZED AROUND EDUCATION ISSUES SHOULD YIELD THE NAMES OF ADMINISTRATORS MOST USEFUL IN ANSWERING THAT QUESTION.

THIRD: WE WANT TO KNOW WHAT FACTORS MAKE UP THE FORMULA BY WHICH FUNDS ARE DISTRIBUTED. WE DISCOVERED THAT:

-- TOTAL ENROLLMENT
-- NUMBER OF CHILDREN ON AFDC (10% SET ASIDE)
-- NUMBER OF SPECIAL EDUCATION STUDENTS (10%) AND
-- THE NUMBER OF GIFTED AND TALENTED STUDENTS UPPER 8%

FOR EACH SCHOOL DISTRICT WERE USED TO DETERMINE THE DISTRIBUTION OF CHAPTER 2 FUNDS. SO THAT OUTSIDE OF STRAIGHT ENROLLMENT, ONLY ONE FACTOR BASED ON POVERTY WAS USED TO TARGET FUNDS TO THE CHILDREN WHO WERE POOR. UPON FURTHER INVESTIGATION, WE FOUND THAT DELAWARE DOES NOT TARGET ITS HIGH COST AID (90% OF ALL LEAS RECEIVE ALL HIGH COST AID). -- ANNE HENDERSON - NAT'L COMMITTEE FOR CITIZENS IN EDUCATION

FOURTH: WE WANTED TO KNOW TO WHAT EXTENT NON-PUBLIC SCHOOLS WERE BEING FUNDED, AS THIS REPRESENTS A DIVERSION OF FUNDS FROM THE PUBLIC SCHOOLS WHERE THE MAJORITY OF LOW INCOME AND MINORITY STUDENTS ATTEND. WE FOUND THAT 12.5% OF THESE MONIES WENT TO NON-PUBLIC SCHOOLS AND 0.85 LOCAL LEVEL WENT TO AGENCY SCHOOLS.

IN LOOKING AT THE SERVICE MIX OR THE TYPES OF PROGRAMS FUNDED WITH CHAPTER 2 MONEY --

FIRST: WE WANT TO KNOW WHAT THE STATE DID WITH THE 20% OF THE GRANT IT WAS ALLOWED TO KEEP, AND IF ANY OF THIS MONEY WERE USED FOR PROGRAMS WHOSE BENEFICIARIES WERE POOR OR MINORITY STUDENTS. AGAIN, SINCE THE STUDY MADE NO MENTION OF THIS, THE STATE SUPERINTENDENT'S OFFICE WOULD PROBABLY BE THE BEST PLACE TO GO FOR AN ANSWER TO THIS QUESTION.

SECOND: WE WANTED TO KNOW HOW THE 80% OF DELAWARE'S CHAPTER 2 FUNDS WAS DISTRIBUTED AMONG THE ELIGIBLE ACTIVITIES COVERED UNDER EACH OF THE SUBCHAPTERS. IN REVIEWING THE STUDY, WE FOUND THAT THERE WAS NO MONEY ALLOTTED UNDER SUBCHAPTER A, WHICH PROVIDES FUNDS FOR THE IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOL INSTRUCTION IN THE BASIC SKILLS OR READING, MATH, AND WRITTEN AND ORAL COMMUNICATION. $1,786,974 OR 99% OF THE CHAPTER 2 FUNDS WAS ALLOCATED TO SUBCHAPTER B ACTIVITIES, WHICH ARE DESIGNED TO PROVIDE ASSISTANCE TO SEAS AND LEAS TO

IMPROVE THE QUALITY OF EDUCATION AND PROVIDE SUPPORT SERVICES THROUGH THE ACQUISITION OF LIBRARY RESOURCES, TEXTBOOKS, COMPUTERS; IMPROVE EDUCATION OF CHILDREN WITH SPECIAL NEEDS; PROVIDE ASSISTANCE TO SCHOOLS TO REDUCE THE ISOLATION OF MINORITY GROUPS WITHIN THE SCHOOLS, PROVIDE TEACHER TRAINING, AND A HOST OF OTHER RELATED ACTIVITIES. FINALLY, ONLY $5,010 WAS USED TO SUPPORT SUBCHAPTER C ACTIVITIES, WHERE SUCH ACTIVITIES AS -- PREPARING STUDENTS TO USE METRIC WEIGHTS; PROVIDING EMPHASIS ON THE ARTS AS AN INTEGRAL PART OF THE CURRICULUM; TEACHING CONSUMER EDUCATION; PREPARING STUDENTS FOR EMPLOYMENT; PROMOTING SAFETY IN THE SCHOOLS; AND DESIGNING ETHNIC HERITAGE STUDIES PROGRAMS , CAN BE FUNDED.

AGAIN, THIS INFORMATION MUST BE CONTRASTED WITH INFORMATION FROM GROUPS WITH WHOM WE TALK WHO ARE ORGANIZED AROUND THESE ISSUES TO DETERMINE WHETHER THEY BELIEVE THAT THIS PATTERN OF FUNDING ELIGIBLE ACTIVITES UNDER CHAPTER 2 IS IN FACT APPROPRIATE TO MEETING THE NEEDS OF POOR AND MINORITY STUDENTS.

IN LOOKING AT SERVICE DELIVERY AGENTS --

WE WOULD WANT TO KNOW TO WHAT EXTENT DELAWARE'S LOCALITIES CONTRACTED OUT THE SERVICES PROVIDED UNDER THIS CHAPTER. THE STATE'S BUDGET OFFICE OR THE SUPERINTENDENT'S OFFICE SHOULD BE A GOOD SOURCE OF INFORMATION FOR THIS. THE STUDY PROVIDED DOES LIST THE AMOUNTS

SPENT BY INDIVIDUAL SCHOOL DISTRICTS ON CONTRACTED SERVICES, BUT GIVES US NO INFORMATION ON:

-- THE STATE'S POLICIES ON CONTRACTING FOR EDUCATIONAL SERVICES;

-- WHETHER OR NOT THERE'S BEEN ANY SHIFT IN SUCH POLICIES AND THE EFFECT THAT SHIFT HAS HAD ON LOWER INCOME AND MINORITY STUDENTS;

-- THE TYPES OF SERVICES MOST OFTEN CONTRACTED OUT;

-- THE TYPES OF ORGANIZATIONS WHICH ARE RECIPIENTS OF THESE CONTRACTS;

-- THE EFFICIENCY WITH WHICH THESE AGENTS CARRY OUT THEIR CONTRACTS. THIS LATTER INFORMATION WOULD HAVE TO BE OBTAINED FROM THE LEAS FOR WHOM CONTRACTED SERVICES WERE ACTUALLY CARRIED OUT.

IN LOOKING AT PROGRAM PERFORMANCE --

THE REAL LEGWORD AT THE LOCAL LEVEL WOULD HAVE TO TAKE PLACE WHERE WE ASK THE LOCAL SUPERINTENDENTS:

-- WHAT THE LEA"S MAJOR GOALS WERE FOR THE USE OF CHAPTER 2 FUNDS;

-- HOW GOALS WERE SET FOR ANTICIPATED ACCOMPLISHMENTS IN THE PROGRAM;

-- HOW THE LEA TRACKS PROGRAM PROGRESS;

-- WHAT THE LOCALITY'S ACCOMPLISHMENTS WERE AS COMPARED TO THE OBJECTIVES ESTABLISHED;

-- WHERE WERE THERE SHORTFALLS IN PROGRAM PERFORMANCE, AND TO WHAT COULD THEY BE ATTRIBUTED?

-- WHAT ACTIONS WERE TAKEN OR ARE CONTEMPLATED FOR CORRECTING THE PROBLEMS?

-- WHAT ARE THE PARENTS', TEACHERS' AND SCHOOL ADMINISTRATORS' ASSESSMENT OF THE PERFORMANCE OF PROGRAMS?

THIS WOULD INVOLVE EXTENSIVE INTERVIEWING OF THOSE LOCAL ACTORS WHO ARE MOST AFFECTED BY THE PROGRAM OR HAVE MAJOR RESPONSIBILITY FOR CARRYING IT OUT.

FINALLY, WE'RE CONCERNED ABOUT ACCOUNTABILITY --

AT THE STATE LEVEL AND AT THE LOCAL LEVEL, WE WOULD WANT TO KNOW:

-- WHAT REPORTING REQUIREMENTS EXIST (I.E., WHAT DOES THE FEDERAL GOVERNMENT REQUIRE OF THE STATES, AND WHAT DOES THE STATE REQUIRE OF LEAS)?

-- WHAT ARE THE REPORTING PRACTICES (I.E., WHAT ACTUALLY GETS TURNED IN ON A REGULAR BASIS)?

-- DOES THE REPORTING WHICH TAKES PLACE DETAIL THE ACTUAL USE OF FUNDS AS WELL AS THE CHARACTERISTICS OF CHAPTER 2 BENEFICIARIES -- ENOUGH SO THAT ADVOCATES TRYING TO MAKE A CASE FOR CHILDREN CAN DETERMINE TO WHAT EXTENT POOR AND MINORITY STUDENTS ARE GETTING THE RAW END OF THE DEAL?

-- HOW ACCESSIBLE ARE THESE RECORDS FOR PUBLIC EXAMINATION?

WHAT I'VE DONE UP TO NOW HAS BEEN TO DESCRIBE THE PROCESS WE PLAN TO FOLLOW FOR CONDUCTING THE RESEARCH WE'LL NEED TO MAKE THE CASE, IN THIS INSTANCE, FOR POOR AND MINORITY STUDENTS.

HOW DO WE USE ALL OF THE INFORMATION WE WILL HAVE GATHERED TO EFFECTIVELY ADVOCATE FOR INCREASED SERVICES? IN TALKING WITH CAROLYN FARROW GARLAND, WHO HAS RUN DAY-CARE SERVICES AND HAS BEEN INVOLVED AT THE LOCAL AND STATE LEVELS IN ORGANIZING PARENTS AND PROVIDERS, AROUND OBTAINING MORE SUPPORT FOR DAY CARE FOR BLACK CHILDREN IN NORTH CAROLINA, THERE WERE SEVERAL PRINCIPLES OUTLINED:

FIRST: CLEARLY IDENTIFY WHAT NEEDS YOU WANT TO HAVE AN IMPACT ON, AND DOCUMENT THOSE NEEDS. KNOW HOW MANY CHILDREN ARE NOW RECEIVING SERVICES AS VERSUS HOW MANY CHILDREN ARE IN NEED OF THE SERVICES. KNOW THE QUALITY OF THE SERVICES PROVIDED AND IDENTIFY AREAS OF WEAKNESS WHICH SHOULD BE CORRECTED.

SECOND: FAMILIARIZE YOURSELVES WITH THE RANGE OF LOCAL, STATE AND FEDERAL RESOURCES AVAILABLE TO ADDRESS THE NEEDS YOU WANT TO MEET.

THIRD: COALESCE WITH OTHER GROUPS AND INDIVIDUALS WHO SHARE COMMON CONCERNS OVER THE NEEDS YOU WISH TO ADDRESS; SHARE RESOURCES AND INFORMATION TO THE EXTENT POSSIBLE. ESTABLISH A NETWORK THAT CAN BE ACTIVATED FOR LETTER WRITING CAMPAIGNS, LARGE TURNOUTS AT PUBLIC HEARINGS, OR ACTIVATE A TELEPHONE TREE.

FOURTH: FIND OUT WHAT THE STATE AND LOCAL PROCESSES ARE FOR INTERVENTION AND INPUT BY THE PUBLIC -- WHEN PUBLIC HEARINGS ARE SCHEDULED; THE PROCESS FOR LOCAL CONSULTATION WITH THE PUBLIC FOR PROGRAM PLANNING, ETC.

FIFTH: FAMILIARIZE YOURSELF WITH THE STATE/LOCAL AGENCIES AND ADMINISTRATORS RESPONSIBLE FOR CARRYING OUT THE PROGRAM/S AND ESTABLISHING PROGRAM POLICIES.

SIXTH: MOST PROGRAMS HAVE ADVISORY COMMITTEES OR COUNCILS WHICH ARE SUPPOSED TO BE REPRESENTATIVE OF THE SPECTRUM OF INDIVIDUALS WHO ARE MOST EFFECTED BY AND/OR HAVE MOST RESPONSIBLITY FOR CARRYING OUT THESE PROGRAMS. HOWEVER, OFTEN, THESE COMMITTEES ARE MADE UP OF POLITICAL APPOINTEES. GET TO KNOW WHO SITS ON THESE COMMITTEES AND SCRUTINIZE THEIR COMPOSITION FOR REPRESENTATIVENESS AND THEIR FUNCTIONS FOR INDEPENDENCE, OVERSIGHT CAPABILITY AND FAIRNESS.

SEVENTH: TALK TO THOSE INVOLVED IN THE PROVISION OF SERVICES TO DETERMINE HOW THEY VIEW THE PROGRAM'S EFFECTIVENESS AND WHAT THEY WOULD LIKE TO SEE HAPPEN TO IMPROVE IT.

EIGHTH: BE CLEAR ABOUT THE REMEDIES YOU BELIEVE ARE NEEDED TO CREATE, EXPAND OR REDIRECT THE PROGRAM WHICH MEETS THE NEEDS OF THE CHILDREN CONCERNED.

NINTH: TAKE THE VISION YOU'VE DEVELOPED FOR A REMEDY TO EVERY FORUM PROVIDED WITHIN THE PROCESS FOR THE EXPRESSION OF YOUR VIEWS.

TENTH: HOLD PUBLIC FORUMS WHERE YOU EDUCATE LEGISLATORS, ADVISORY COMMITTEE MEMBERS, ADMINISTRATORS AND OTHERS ABOUT YOUR CONCERNS.

ELEVENTH: TAP INTO NETWORKS OF NATIONAL ORGANIZATIONS HAVING YOUR SAME OR SIMILAR GOALS. THIS KEEPS YOU ABREAST OF HOW OTHER COMMUNITIES ARE GRAPPLING WITH RELATED. ISSUES AND PROVIDES MORE GRASSROOTS MUSCLE BEHIND ANY NATIONAL THRUST IN PROGRAM REFORM WHICH MAY BE IN PROGRESS OR HAS THE POSSIBILITY OF TAKING PLACE.

TWELFTH: TAKE WHAT POLITICAL AND/OR DIRECT ACTIONS YOU MAY DEEM NECESSARY TO BRING YOUR VISION INTO REALITY. THIS MAY MEAN WRITING/EDUCATING YOUR CONGRESSPERSON, STATE LEGISLATOR, CITY COUNCILMEMBER, OR IT MAY MEAN CONDUCTING SOME SORT OF DEMONSTRATION TO HEIGHTEN THE VISIBILITY OF AND DRAMATIZE YOUR CONCERNS.